The Interstate Compact

On Educational Opportunity for Military Children

Current as of September 2011

Providing policy, tools, and resources to further enhance the quality of life of service members and their families.

Presenter’s Name
Presenter’s Contact Information

Date

This information is provided by the Department of Defense in collaboration with the Military Interstate Children’s Compact Commission.

Training Overview

Module 1: Interstate Compact Overview

Module 2: Interstate Compact Quiz

Module 3: Successes and Challenges

Module 4: Case Studies

Module 5: Sharing the Compact with Parents

Module 6: Issue Resolution

Module 1

Interstate Compact Overview:

Provides background on the Compact, and an overview of its provisions

Objectives

- To provide background on the Compact and an overview of its provisions
- To discuss the status of Compact implementation and the role of school liaisons (SLs) in helping children of military families navigate school transitions and realize the benefits of the Compact

Minimize School Disruption for Military Children During Transition and Deployment

- **Issue:**
  Frequent moves = many schools with non-standard policies = educational delays

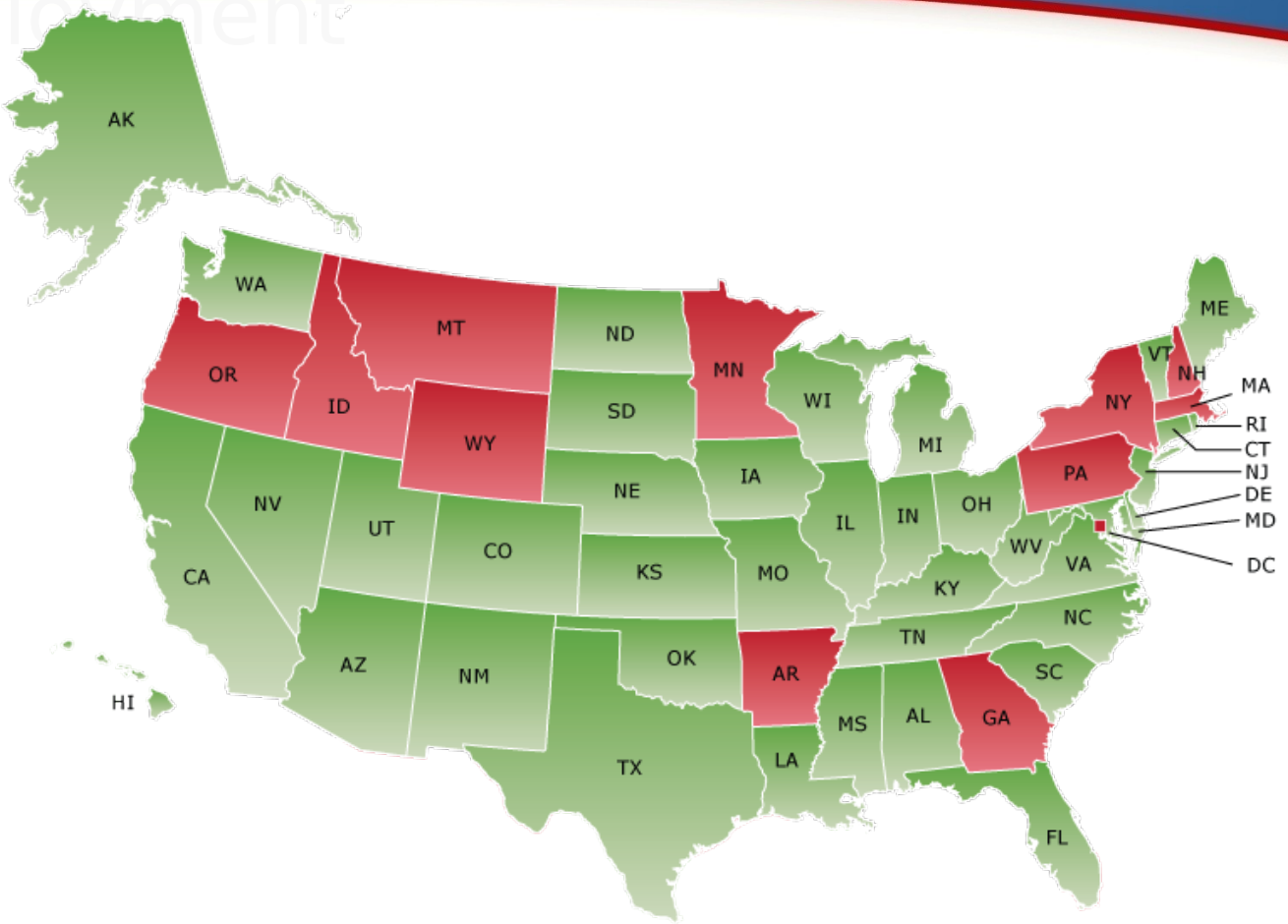
- **Goal:**
  States participate in an *interstate compact* providing a uniform policy to resolve challeng military children face moving between school systems

Minimize School Disruption for Military Children During Transition and Deployment

Background

- 2006: DoD & Council of State Governments collaboration
  - Gathered input from 18 stakeholders
- November 2007: Fully coordinated 'Interstate Compact on Educational Opportunity for Military Children'
  - Provides procedural policies for enrollment, placement/attendance, eligibility, & graduation
- Legislative process to adopt the Compact…once adopted, it is a binding contract
- Adopting states established an Interstate Commission composed of one representative from each member state to oversee implementation/compliance

Minimize School Disruption for Military Children During Transition and Deployment



39 member states cover the majority our military students.

What Does the Compact Actually Do?

Article I: Purpose

Article II: Definitions

Article III: Applicability

Article IV: Enrollment

Article V: Placement and Attendance

Article VI: Eligibility

Article VII: Graduation

Article VIII: State Coordination

Article IX: Interstate Commission

Article IV – Enrollment: Educational Records

What's included:

- Parents can receive a copy of unofficial records (definition of "complete set" to be determined by the Interstate Commission)
- Receiving school must accept the unofficial records to enroll and place the student pending reception of official records
- Sending school must send official records within ten business days (except for any school break) of receiving a request from the receiving school

What's not covered:

- Receiving unofficial records free of charge
- Giving parents the right to request a copy of ever student file

Article IV - Enrollment: Immunizations

What's included:

- Child is given thirty calendar days from enrollment to obtain required immunizations
- A series of immunizations must be started within thirty calendar days of enrollment

What's not covered:

- TB testing: since it is a test rather than an immunization, the test may be required before enrollment

Article IV - Enrollment: Kindergarten and First Grade Entrance Age

What's included:

- A student can continue in the same grade in the receiving state regardless of entrance age requirements, if he/she has already started kindergarten or 1st grade in an accredited school in the sending state in which the family was stationed
- A student may go to the next grade regardless of age requirements, if he/she has completed kindergarten or 1st grade in the sending state

What's not covered:

- A student who has not been enrolled even though he/she was eligible to enroll

Article V - Placement and Attendance: Course and Educational Program Placement

What's included:

- Receiving state will initially honor placement based on the student's enrollment in the sending state
- Receiving state *may* subsequently perform an evaluation to ensure the appropriate placement and continued enrollment

What's not covered:

- Guarantee of continued enrollment if not qualified
- Although the receiving school must demonstrate reasonable accommodation, there is no requirement to create a course

Article V - Placement and Attendance: Special Education Services

What's included:

- Receiving state will initially provide the same services identified in the student's Individual Education Plan (IEP) from the sending state
- Receiving state may subsequently perform an evaluation to ensure the appropriate placement of the student

What's not covered:

- A requirement to provide the exact programs as sending state
- Anything above the requirements in the Individuals with Disabilities Act (IDEA)

Article V - Placement and Attendance: Placement Flexibility

What's included:

- Allowing flexibility to the Local Education Agency (LEA) to waive course or program prerequisites or other preconditions if simil course work has been completed in another LEA

What's not covered:

- Mandatory waivers of prerequisites or preconditions

Article V - Placement and Attendance: Absence Related to Deployment Activities

What's included:

- Flexibility for additional excused absenc to visit the parent or legal guardian before, during, or immediately after deployment

What's not covered:

- Requiring more than "reasonable accommodation"

Note: Some states may not excuse absences during state testing or if the student has already missed so much school that additional absences will be detrimental.

Article VI – Eligibility: Eligibility for Enrollment

What's included:

- LEA cannot charge tuition to military children placed in care of a non-custodial parent or person serving "in loco parentis"
- A student can continue to attend his/her current school even if living with a non-custodial parent or person serving "in loco parentis"
- The power of attorney for guardianship is sufficient for enrollment and all other actions requiring parental participation or consent

What's not covered:

- Situations where a move is within a state; the Compact only covers moves between member states and during deployment

Article VI – Eligibility: Eligibility for Extracurricular Participation

What's included:

- Providing **opportunity** for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified

What's not covered:

- State student athletic associations, some of which are not affiliated with states or LEAs
- Although the receiving school must demonst[illegible] accommodation, there is no requirement to hold open or create additional spaces

Article VII – Graduation

What's included:

- Waiving courses required for graduation if similar course work has been completed in another LEA
- Flexibility in accepting sending state exit or end of course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation in the receiving state
- Allowing a student to receive a diploma from the sending school as an alternative to accommodations for exit exams and graduation requirements that the student doesn't have time to meet

Article VII – Graduation

What's not covered:

- Mandatory course waivers, although LEA must show good cause for a waiver denial
- Mandatory waiver of the exam or acceptance of alternative results
- The right for parents to request a change of graduation requirements (# of math units) in the receiving LEA

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Summary

- Interstate Compact has tremendous **potential** to assist our children as they move from school to school
- Compact implementation will be neither quick nor entirely uniform
  - *Requires strong advocacy to overcome inertia*
- Best advocates will be knowledgeable parents supported by active SLs and the Military Representatives to the State Councils

The Compact provides a valuable tool to help our families!

Module 2

Interstate Compact Quiz:

A short quiz to check for understanding of the Compact. This quiz incorporates most of the new rules passed by the Commission in November 2009.

Objectives

- To check existing knowledge about the components of the Compact
- To introduce rules passed by the Military Interstate Children's Compact Commission
- To clarify misunderstandings about the Compact

True or False

1. School districts may charge parents a reasonable amount to reproduce unofficial records.

Answer: True

2009 Rules SEC3.101(a)

True or False

2. Students have thirty days after enrollment to obtain a TB test.

Answer: False

Compact Article IV Sec. C

True or False

3. If a student was in a gifted program in the sending state, then he/she must be placed in a gifted program in the receiving state until the receiving school can complete local assessments.

Answer: True

Compact Article V Sec B

True or False

4. In states where the Compact has been adopted, Impact Aid will follow the student to his/her school.

Answer: False

True or False

5. If a school does not offer a course a student was taking in his/her previous school, the district may allow the student to attend that course at another school in the district.

Answer: True

2009 Rules SEC.5.101

True or False

6. The Compact requires that a student will start with the same grade point average (GPA) he/she had in his/her previous school upon enrolling in a new school.

Answer: False

True or False

7. A student moving to a different school jurisdiction to accommodate a parent's deployment may attend without having to pay tuition.

Answer: True

Compact Article VI Sec A (1); 2009 Rules SEC.6.101(a)(1)(2)

True or False

8. The Compact requires states to change their graduation requirements for military students.

Answer: False

Compact Article VII

True or False

9. If a student does not meet the graduation requirements of the receiving state, then the sending state must provide a diploma.

Answer: False

Compact Article VII Sec C

True or False

10. If a student misses cheerleading tryouts, he/she is still eligible to be on the squad.

Answer: True

Compact Article VII Sec B; 2009 Rules SEC.6.101(b)

True or False

11. Students must have completed all immunizations within thirty days of enrollment.

Answer: False

Compact Article IV Sec C; 2009 Rules SEC.3.102(a)

True or False

12. If a student was taking Advanced Placement (AP) Calculus in the sending state, and there is no room in AP Calculus in the receiving state, the school must begin a new class.

Answer: False

Compact Article V Sec A; 2009 Rules SEC.5.101

True or False

13. If a principal refuses to waive a course requirement even though a similar course was taken in a previous school, the principal must provide a reasonable justification for denial.

Answer: True

Compact Article VII Sec A

True or False

14. A school district may waive community service requirements for graduation if the student will not graduate on time.

Answer: True

2009 Rules SEC.4.101(a)

True or False

15. States may accept exit exam results required for graduation from a sending state.

Answer: True

Compact Article VII Sec B

True or False

16. If a parent moves to another district within the state, his/her child is covered by the Compact.

Answer: True

Compact Article II Sec Q

True or False

17. The Compact covers children of parents on terminal leave prior to retirement.

Answer: True

Compact Article III

True or False

18. If a student moves to a different school jurisdiction while a parent is deployed but wants to continue to attend the same school, the district must provide transportation.

Answer: False

Compact Article VI Sec A (3); 2009 Rules SEC.6.101 (a)(2)

True or False

19. A student may take as many excused absences as he/she wants following a parent's deployment.

Answer: False

Compact Article 5 Sec E

True or False

20. If a student has completed kindergarten in his/her sending state but is not old enough for first grade in the receiving state, he/she must repeat kindergarten.

Answer: False

Compact Article IV Sec D; 2009 Rules Sec.3.102(b)

Interstate Compact Quiz Answers

1) True
2) False
3) True
4) False
5) True
6) False
7) True
8) False
9) False
10) True
11) False
12) False
13) True
14) True
15) True
16) True
17) True
18) False
19) False
20) False

Successes and Challenges:

An opportunity to share successes and challenges centered around transition issues

Objectives

- To determine the status of the Compact in different states and the knowledge of the school liaisons (SLs) regarding their state's status
- To identify trends in transition issues
- To collect examples of successes, challenges, and questions from school liaisons

Implementation

What's happening in your state?

- Has your state adopted the contract?
- Does your state have a State Commissioner?
- Does your state have a Military Family Liaison?
- Does your state have a State Council?
- Does your state have a Military Representative?
- Has your State Council held any meetings?
- Has your state started training school districts on the Compact?

What Does the Compact Actually Do?

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Compact Categories

- **Educational Records and Enrollment**: unofficial records, sending of official records, immunization, and kindergarten or first grade entrance ages
- **Placement and Attendance:** course and program placements, special education services, placement flexibility, and excused absences related to deployment
- **Eligibility:** use of power of attorney, waiver of tuition when living with non-custodial parent or in loco parentis, ability to attend current school when moving out of the district to live with non-custodial parent or in loco parentis, and participation in extra-curricular activities
- **Graduation:** waiver of requirements, exit exams, and obtaining diploma from sending school district

3-2-1 Summary

- **3 Successes** I have seen or had related to the Compact
- **2 Challenges** I have faced related to the Compact
- **1 Question** I still have related to the Compact

Case Studies:

Includes a series of possible scenarios related to the Compact, which provide an opportunity for collegial sharing and problem solving

Objective

- To give participants the opportunity to apply their knowledge and expand their level of comprehension on the Compact by discussing real-life issues

Instructions

- Everyone will receive a case study. Review your case study individually and formulate a solution to the challenge presented (5 minutes)
- In groups of no more than eight, share your case study and proposed solution (10-15 minutes)
  - *What other solutions can the group identify?*

Case Study 1

A parent comes to you and shares that the school district will not register his/her child using the unofficial records that they brought from a previous school.

What does the Compact say?

How do you assist?

Case Study 2A

After working up the chain from the principal to the superintendant, the parent says the school district refuses to accept an accredited kindergarten student who was born in October because the receiving state's cutoff date is September. The student was enrolled in kindergarten in the previous state because it had a later cutoff date. Even after sharing the Compact language with the district, they will not enroll the student.

What does the Compact say? How do you assist?

Case Study 2B

A school district does not accept a sending state's exit exams and the senior student has been unable to pass the receiving state's exit exam after two tries. The student has enough credits to graduate from the sending school and had passed that state's exam. The current school says it does not have the time or personnel to work with the sending school to get a diploma for the student.

What does the Compact say? How do you assist?

Case Study 3

A school district requires World History in order to graduate. A parent tried to get the school district to waive the course because his/her child took European History in his/her previous school. The receiving district said they would consider waiving the course but needs to see a course description of the class taken. The parent called the counselor at the previous school but has not received a response. Without this wavier, the child will not graduate on time and will have to attend summer school.

What does the Compact say? How do you assist?

Case Study 4

A service member receives orders to move to another state. His/her child is a senior and wants to attend high school in the family's current state so that he/she can qualify for in-state tuition. The student stays in the state with a relative but has to change high schools. The high school will not allow the student to play sports for a year. The high school stated that if the student had come from another state and was covered by the Compact, he/she would be able to begin immediately, but since the student is transferring from within the state, he/she must wait a year.

What does the Compact say? How do you assist?

Case Study 5A

There are no openings in the Advanced Placement (AP) courses for arriving military children at one high school. The principal said there was nothing she could do. The district superintendent agreed with the principal and stated the students would have to wait until the following year or take a non-AP course. This has been true for five students in the first semester.

What does the Compact say? How do you assist?

Case Study 5B

A school district holds its tryouts for fall sports, concert choir, jazz band, dance team, and cheerleading in the spring. Several parents have asked them to consider late tryouts, but the district will not budge. You have shared the Compact language with the district, but the booster club, coaches, and sponsors have gone to the superintendent and argued it would be unfair to hold tryouts solely for military students.

What does the Compact say? How do you assist?

Case Study 5C

Frequent deployments can create a situation where a student wants to take excused absences to spend time with his/her parent after the service member returns. Because the school district has a strict attendance policy and believes that students should be in school unless there is a strong reason not to be, the district consistently denies more than one or two days of excused absences for military students in relation to deployment. Many parents are concerned that their children have received unexcused absences and, in one case, a truancy letter.

What does the Compact say? How do you assist?

Sharing the Compact with Parents:

A planning session designed to examine the many ways to reach out to parents and inform them of how the Compact can help with transition issues

Objectives

- To identify different venues where school liaisons would have the opportunity to train parents
- To identify resources needed for those venues
- To identify the information parents need

How We Communicate with Parents

1. Brainstorm all the ways that you get information out to parents.

2. Which of these venues might be best for informing parents about the Compact?

Communication Chart

Main Topics or Information to Share	Arena	Resources Needed

Communication Chart

Main Topics or Information to Share	Arena	Resources Needed
Overview of the Compact addressing a variety of topics such as: • What will the Compact mean for my child? • How does the Compact work? • Who do I go to for assistance if I need help with the Compact? • What about the issues not covered in the Compact?	Newsletter	• Lengthy article • Series of short articles

Communication Chart

Main Topics or Information to Share	Arena	Resources Needed
• Contacts for help (school liaison, State Military Family Liaison, State Commissioner, Military Representative on the State Council) • Link to Defense State Liaison Office (DSLO) website map that shows member states • Link to the Commission website	Website	• Brochure • Article • Compact summary • Compact

Communication Chart

Main Topics or Information to Share	Arena	Resources Needed
• Synopsis of the Compact • Map of member states • Main areas covered by the Compact	Town Hall Meeting	• Brochure • Slides

Communication Chart

Main Topics or Information to Share	Arena	Resources Needed
• Overview of what the Compact is and is not • Issue Resolution Process	Parent Training	• PowerPoint slides • Brochure

Communication Chart

Main Topics or Information to Share	Arena	Resources Needed
• Interview with the State Commissioner or State Military Family Liaison	Cable TV Station	•Interview questions

Module 6

Issue Resolution:

A tutorial on how to address issues related to the Compact as they arise. School liaisons (SLs), administrators, counselors, and parents need to be aware of the process for resolving concerns. While the process is still under development, this module provides suggested avenues for resolving issues

Objectives

- To help parents with issue resolution concerning the Compact
- To outline the various levels of the Compact and the chain of command for parents to follow when issues arise

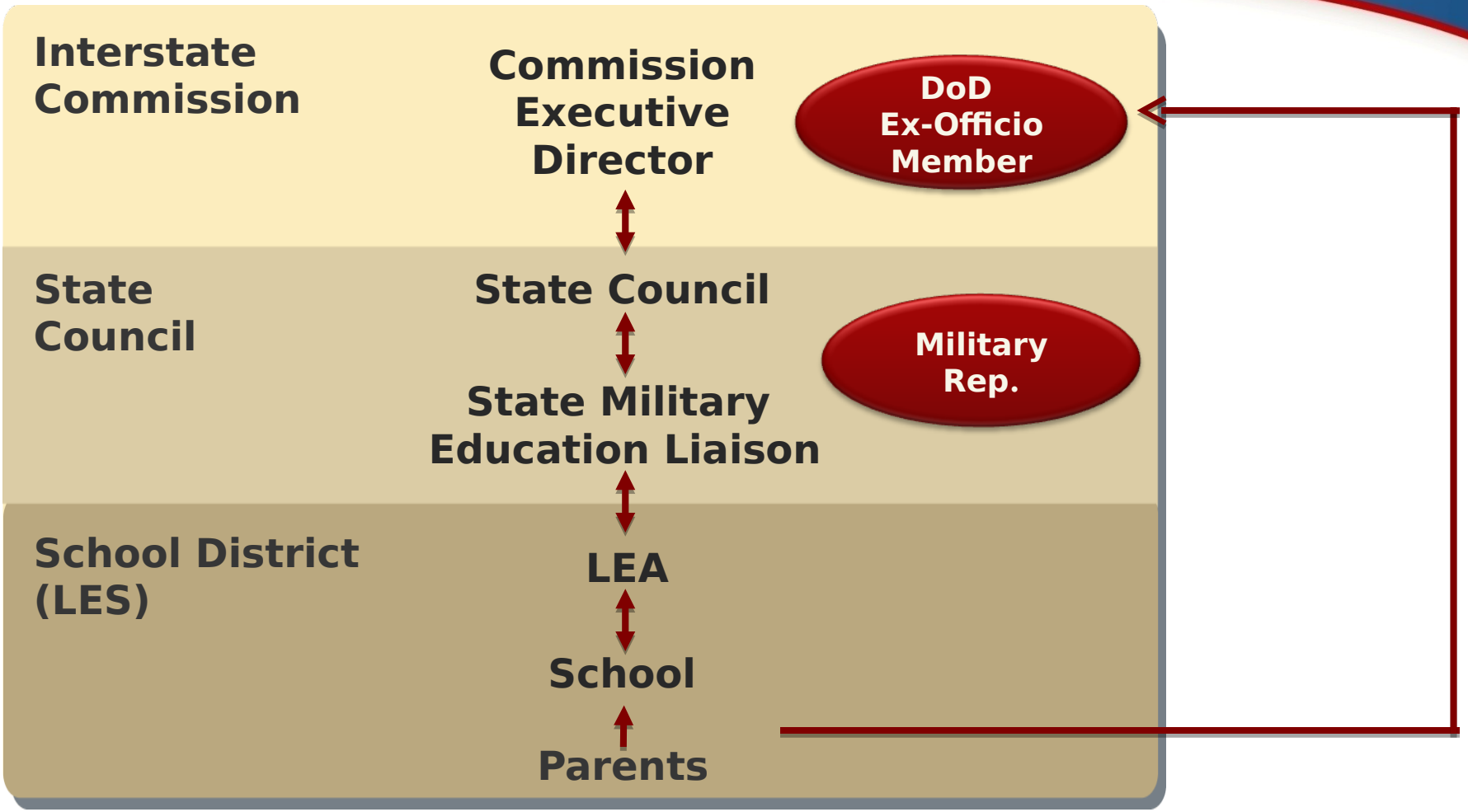
Issue Resolution Process: In Development

Interstate Commission

State Level

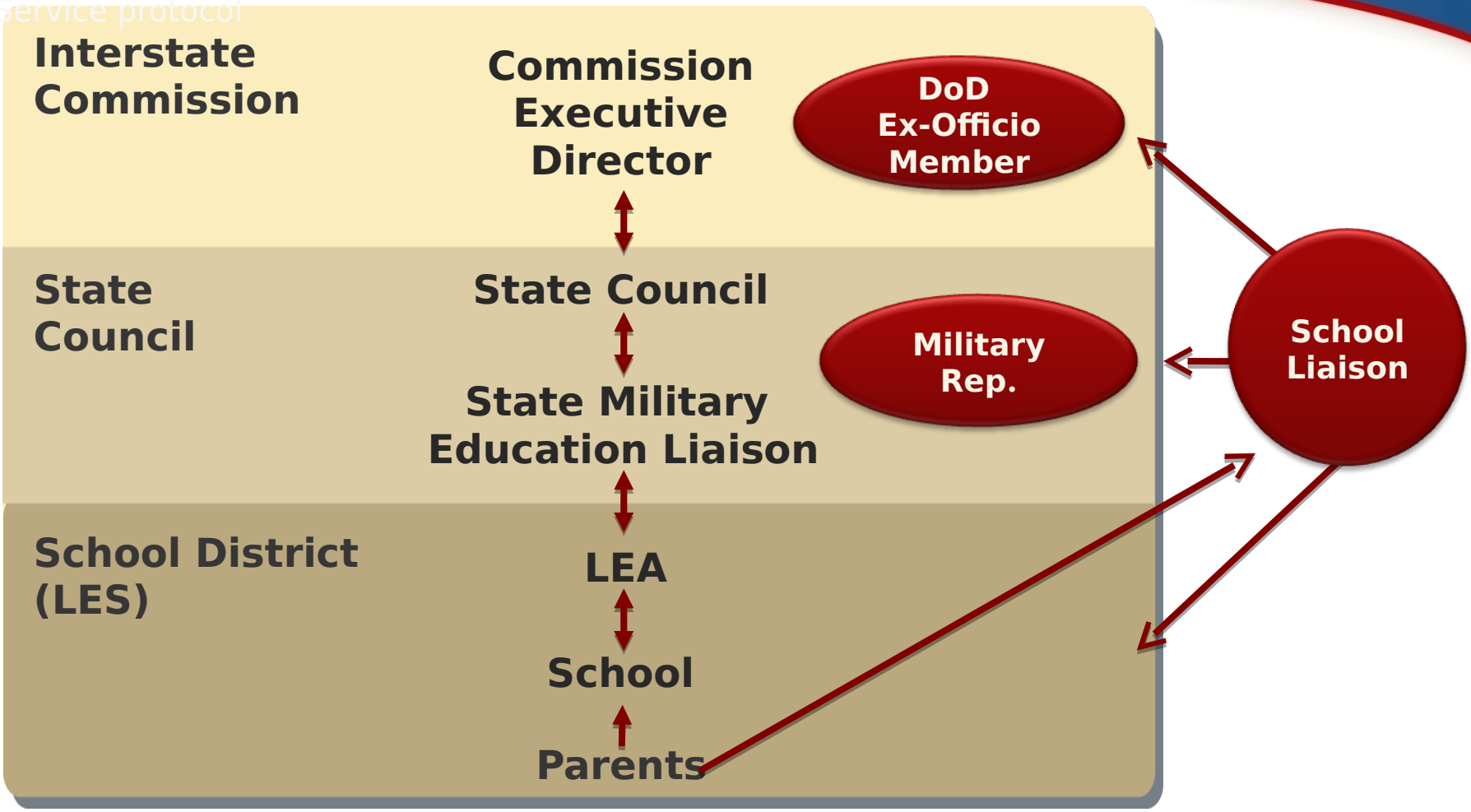
Local Level

Parent Resolution Chain

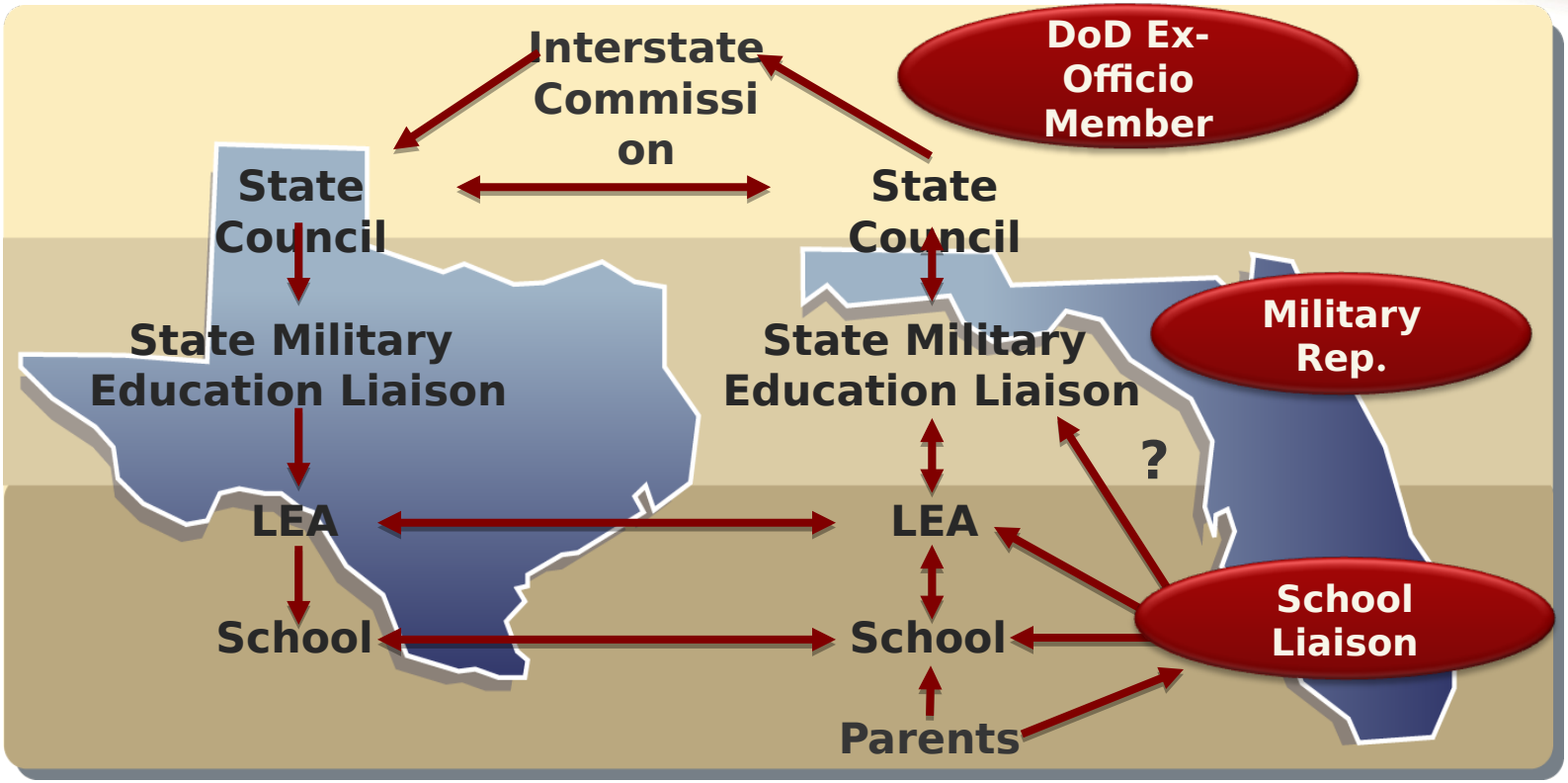


School Liaisons Help Facilitate the Process

School Liaisons may be expected to provide input at various levels according to Military Service protocol



Issue Resolution Process: In Development



The Interstate Commission and State Councils are defining the process that the liaisons (SL) should provide input at various levels according to their Military Service protocol.

Important Contact Information

State Military Family Liaison:

Contact information may be found at *www.MIC3.net*

State Council Military Representative:

Contact information may be found at *www.MIC3.net*

State Commissioner:

Contact information may be found at *www.MIC3.net*

DoD Ex-Officio Representative:

Ms. Kathy Facon Kathy.facon@hq.dodea.edu 703-588-31191

Compact Executive Director:

BG(R) Norman Arflack narflack@csg.org 859-244-8069
www.MIC3.net

Providing policy, tools, and resources to further enhance the quality of life of service members and their families.